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A book of miscellaneous social information and personal opinions.—For a long time our profession has been greatly in need of a good book on educational sociology. A recent volume¹ by William Estabrook Chancellor bears the name of sociology. It is rather doubtful, however, whether the sociological specialists in the universities of our country will be willing to accord the name to such a collection of miscellanies. It is true that the facts, personal reconstructions, interpretations, and miscellaneous opinions are assembled under chapter headings which look very much like the divisions of a volume of sociology. Thus the book is divided into three parts: social movements, social institutions, and social measurement. Social movements are then subdivided into factions, parties, public opinion, social solidarity, customs and conventions, traditions and habits, the rules of the game, social gatherings, revivals, strikes, lock-outs, boycotts, political campaigns, wars, migrations, present social movements, the rise of great men, etc. The social institutions treated are state, property, family, church, school, occupation, charity, amusement, art, science, business, and war. The treatment of each topic usually consists of random illustrations and discursive, interpretative personal opinions. A number of matters of rather curious character are presented without reference to the evidence. In such cases one would like to know whether the things are actual facts or mere personal opinions of the writer.

It is a misnomer to call the volume *Educational Sociology*. The treatment is not focused upon education, whether curriculum, methods, or administration. After discussing a topic at length, not infrequently the writer injects a paragraph or two saying that things referred to should be taken care of in our schools. There is, however, no treatment of sociological phenomena, relations, or principles in such a way as to show how types of education have been produced, how schools and society in general are interrelated, or what kind of education is dictated by present-day social conditions. No coherent educational program is indicated.

A suggestive plan of individual instruction in English.—There has been a revival of interest recently in individual instruction. This has been due no doubt to the abundance of scientific material which shows more clearly than ever before the great differences among pupils in mental ability, differences in the status of ability in a given subject, and differences in rates of progress. It is to be expected, therefore, that we should have a renewed insistence that more of our school work be put on the basis of individual instruction.

No one who has followed the data on individual differences will deny that we need to make better provisions for caring for the individual child. The solution for this problem is not necessarily found, however, in the adoption of a scheme of individual instruction. Certainly no subject should be put on such a basis unless the administrative factors have been worked out with great care. This involves, first, devising economical class procedures, and secondly, the possession of satisfactory materials in the way of texts, practice exercises, tests, and records.

¹ WILLIAM ESTABROOK CHANCELLOR, *Educational Sociology*. New York: Century Co., 1919. Pp. ix+422. \$2.25.